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ABSTRACT

The community travel program for physically impaired children at the Millet Learning Center (Saginaw, Michigan) blends skills from two professions: orientation and mobility, and physical therapy. Program goals include enabling students to overcome travel fears, to learn travel skills, to learn to make adaptations necessary for successful travel, to learn daily living skills in real environments, and to gain experience and have fun in a wide variety of environments. The curriculum for community travel begins with 1 year of pre-requisite skill training which occurs in the school and includes wheelchair driving skills, knowledge of articles needed for traveling, telephone skills, understanding landmarks and clues, and wheelchair adaptations. Prerequisite skills are taught concurrently by the mobility specialist, therapist, communication specialist, and classroom teacher. Following pre-requisite skill training, the first year's community travel lessons are then taught at an indoor mall, focusing on telephone use, safety, use of the lift bus, mall familiarization, restaurant etiquette and adaptations, department store familiarization, elevator use, and restroom use. Lessons in later years include department store travel, familiarization with business districts, residential travel, recreational activities, and environmental assessment. Lessons emphasize increasing independence for the student. (JDD)

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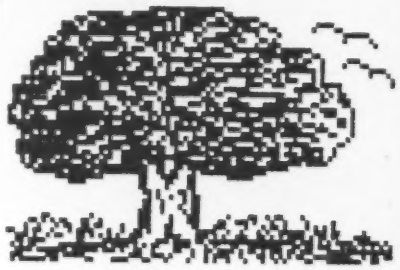
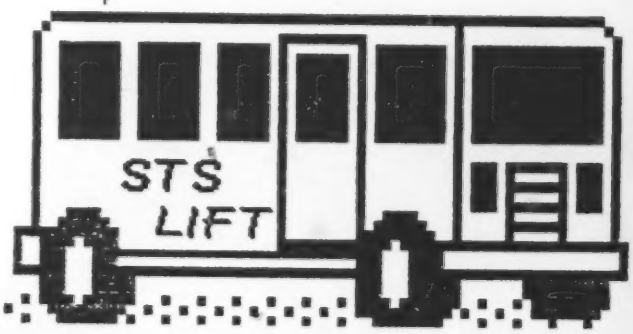
COMMUNITY TRAVEL FOR PHYSICALLY IMPAIRED STUDENTS





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COMMUNITY TRAVEL
FOR PHYSICALLY IMPAIRED STUDENTS
INTRODUCTORY PAGE

THE CURRICULUM WHICH FOLLOWS IS A CONTINUALLY EVOLVING SYSTEM. WE OFTEN MAKE CHANGES IN THE CONTENT AND ORDER OF THE LESSONS AFTER EACH TRIP INTO THE COMMUNITY. AS A RESULT, THE CURRICULUM GETS MORE DETAILED AND COMPREHENSIVE EACH YEAR. WHAT FOLLOWS, THEREFORE, SHOULD NOT BE CONSIDERED A FINISHED PRODUCT.

WE ARE HAPPY TO PROVIDE THIS CURRICULUM FOR YOU AND WOULD BE GLAD TO HELP YOU SET UP A SIMILIAR PROGRAM OF YOUR OWN. IF YOU DO DEVELOP A PROGRAM-OR IF YOU HAVE ONE ALREADY ESTABLISHED-PLEASE SHARE YOUR EXPERIENCE WITH US. WE ALSO HOPE YOU WILL FREELY SHARE THESE IDEAS.

IF THERE ARE ANY QUESTIONS ABOUT THE COMMUNITY TRAVEL PROGRAM, PLEASE CONTACT THE ORIENTATION AND MOBILITY DEPARTMENT OR THE DEPARTMENT OF PHYSICAL THERAPY AT THE MILLET LEARNING CENTER. LESSON PLANS ARE AVAILABLE ON REQUEST. PARENTS, RELATIVES, TEACHERS, AND SUPPORT STAFF ARE ENCOURAGED TO OBSERVE THE PROGRAM.

MILLET LEARNING CENTER
3660 SOUTHFIELD DRIVE
SAGINAW MICHIGAN 48601
517-776-0341
THERAPY DEPARMENT: DEBORAH PARKER: 776-0470
ORIENTATION AND MOBILITY: DOUG BALDWIN: 776-0480

SPECIAL THANKS TO RUTH ANN ROCHE FOR CREATING THE GRAPHIC PAGES

WHY THIS PROGRAM IS IMPORTANT:

1-IT IS HIGHLY MOTIVATING
2-IT TEACHES DAILY LIVING SKILLS IN RELEVANT ENVIRONMENTS
3-IT TEACHES TRAVEL SKILLS (ORIENTATION AND MOBILITY CONCEPTS)
4-IT SYSTEMATICALLY LEADS TO COMMUNITY INDEPENDENCE
5-IT COMBINES THE PHILOSOPHY AND APPROACH OF THERAPISTS (PHYSICAL AND OCCUPATIONAL) AND ORIENTATION AND MOBILITY SPECIALISTS

COMMUNITY TRAVEL
FOR PHYSICALLY IMPAIRED STUDENTS
PROGRAM OVERVIEW

SEVERELY PHYSICALLY IMPAIRED CHILDREN ARE OFTEN EXPERIENTIALLY DEPRIVED. MEDICAL INTERVENTIONS, TRANSPORTATION DIFFICULTIES AND LONG THERAPY REGIMENTS CONSPIRE TO DEPRIVE THESE CHILDREN OF THE OPPORTUNITY TO DEVELOP-OR MOVE TOWARD-INDEPENDENCE WITHIN THEIR COMMUNITIES.

INDEPENDENT TRAVEL IS FURTHER COMPLICATED BY PERCEPTUAL PROBLEMS, SENSORY DEFICITS, COMMUNICATION DISORDERS, INCONTINENCE AND A MULTIPLICITY OF PHYSICAL COMPLICATIONS.

BECAUSE OF THE LACK OF OPPORTUNITY AND BECAUSE OF SENSORY AND PHYSICAL DEFICITS, SEVERELY DISABLED CHILDREN LAG BEHIND IN THEIR SOCIAL DEVELOPMENT. FAILURE TO ADDRESS THIS PROBLEM EMBEDS DEPENDENCE AND EVENTUALLY PLACES A FINANCIAL AND EMOTIONAL BURDEN ON THE SOCIETY. EARLY AND VIGOROUS INTERVENTION IS NECESSARY TO PREVENT THIS DEPENDENCY.

THE COMMUNITY TRAVEL PROGRAM FOR PHYSICALLY IMPAIRED CHILDREN AT THE MILLET CENTER EMPLOYS A UNIQUE BLEND OF SKILLS FROM TWO PROFESSIONS: ORIENTATION AND MOBILITY AND PHYSICAL THERAPY. TEACHING STRATEGIES USED BY THE MOBILITY SPECIALIST TO TRAIN BLIND CHILDREN HAVE BEEN FOUND TO HAVE CONSIDERABLE APPLICATION FOR TEACHING TRAVEL SKILLS TO PHYSICALLY IMPAIRED STUDENTS. MOREOVER, PHYSICAL AND OCCUPATIONAL THERAPISTS AT MILLET DISCOVERED THAT THE HIGHLY MOTIVATING COMMUNITY TRAVEL LESSONS WERE EXCELLENT FORUMS FOR TEACHING USE OF ADAPTIVE AIDS, AS WELL AS DAILY LIVING SKILLS. FOR EXAMPLE, CHILDREN ARE VERY MOTIVATED TO EAT IN RESTAURANTS, BUT THEY MUST LEARN TO USE ADAPTIVE UTENSILS, TO ORDER FOODS THAT ARE SAFE AND EASY TO EAT, TO USE COMMUNICATION TECHNOLOGY, TO MANEUVER ELECTRIC WHEELCHAIRS AROUND AND UP TO TABLES, AND TO HANDLE MONEY WHEN THEY PAY THE BILL. ADAPTIVE SKILLS ARE ALSO REQUIRED FOR SHOPPING, USING PUBLIC RESTROOMS, AND FOR ARRANGING AND RIDING PUBLIC TRANSPORTATION.

RECOMMENDATIONS FOR THE COMMUNITY TRAVEL PROGRAM COME FROM THE THERAPY DEPARTMENT AND ARE BASED ON THE JUDGEMENT THAT A STUDENT HAS THE POTENTIAL FOR INDEPENDENT TRAVEL. FINAL PLACEMENT IN THE PROGRAM IS A JOINT DECISION BASED ON THE INPUT OF THE PARENT, CLASSROOM TEACHER, ORIENTATION AND MOBILITY SPECIALIST, AND THE THERAPY STAFF.

THERE ARE FIVE GOALS FOR THE PROGRAM:
1-TO OVERCOME TRAVEL FEARS.
2-TO LEARN TRAVEL SKILLS (USE OF LANDMARKS, ENVIRONMENTAL PROBLEM SOLVING, USING PUBLIC TRANSPORTATION, ETC.).
3-TO LEARN TO MAKE ADAPTATIONS NECESSARY FOR SUCCESSFUL TRAVEL (SUCH AS WHEELCHAIR ADJUSTMENTS, ADAPTIVE EATING UTENSILS, VOICE MACHINES, ETC.).
4-TO LEARN DAILY LIVING SKILLS IN REAL ENVIRONMENTS
5-TO GAIN EXPERIENCE AND HAVE FUN IN A WIDE VARIETY OF ENVIRONMENTS.

THE CURRICULUM FOR COMMUNITY TRAVEL BEGINS WITH ONE YEAR OF PRE-REQUISITE SKILL TRAINING. THIS OCCURS IN THE SCHOOL AND INCLUDES REVIEW OF THE GOALS OF COMMUNITY TRAVEL, WHEELCHAIR DRIVING SKILLS, DISCUSSION OF ARTICLES TO CARRY ON LESSONS, TELEPHONE SKILLS, UNDERSTANDING LANDMARKS AND CLUES, WHEELCHAIR (AND OTHER) ADAPTATIONS FOR SUCCESSFUL TRAVEL, ETC. PREREQUISITE SKILLS ARE TAUGHT CONCURRENTLY BY THE MOBILITY SPECIALIST, THERAPIST, COMMUNICATION SPECIALIST AND CLASSROOM TEACHER.

FOLLOWING PREREQUISITE TRAINING, THE FIRST YEAR OF COMMUNITY TRAVEL BEGINS. STUDENTS ARE ASSISTED WITH TELEPHONE USE UNTIL THEY BECOME PROFICIENT AND INDEPENDENT. EVENTUALLY, STUDENTS ARE GIVEN THE RESPONSIBILITY FOR ARRANGING TRANSPORTATION WITHOUT ASSISTANCE. SAFE TRAVEL IS ALSO EMPHASIZED. STUDENTS ARE EXPECTED TO BE RESPONSIBLE FOR THEIR OWN SAFETY, SEEING THAT THE CHAIR IS SECURELY ATTACHED TO THE LIFT BUS, BRAKES ARE ON, AND THAT DANGER OF SIDEWARD TIPPING IS MINIMIZED. SAFETY ON RAMPS IS ALSO STRESSED. DURING THE FIRST YEAR OF LESSONS, INSTRUCTORS RIDE WITH THE STUDENTS. WHEN THE TEACHERS FEEL THAT THE STUDENTS ARE READY-USUALLY DURING THE SECOND YEAR-THEY ARE ALLOWED TO TRAVEL INDEPENDENTLY ON THE LIFT BUS.

THE FIRST YEAR OF LESSONS ARE TAUGHT AT AN INDOOR MALL. EMPHASIS IS ON MALL FAMILIARIZATION, RESTAURANT ETIQUETTE AND ADAPTATIONS, DEPARTMENT STORE FAMILIARIZATION INCLUDING ELEVATOR USE, AND APPROPRIATE USE OF PUBLIC RESTROOMS. LESSONS IN LATER YEARS INCLUDE DEPARTMENT STORE TRAVEL, FAMILIARIZATION WITH BUSINESS DISTRICTS, RESIDENTIAL TRAVEL, RECREATIONAL ACTIVITIES, AND ENVIRONMENTAL ASSESSMENT. FINAL LESSONS ARE TOTALLY INDEPENDENT. DURING THESE FINAL LESSONS, INSTRUCTORS STAY OUT OF SIGHT THE ENTIRE TIME TO GIVE THE STUDENTS THE MAXIMUM FEELING OF INDEPENDENCE, RESPONSIBILITY AND SUCCESS.

STUDENTS TRAVEL IN TEAMS FOR ALL LESSONS-USUALLY TWO TO A TEAM (NOT EXCEEDING FOUR)-WITH OCCASIONAL INDIVIDUAL ASSIGNMENTS. THEY ARE REQUIRED TO SHOP FOR MEANINGFUL ITEMS DURING LESSONS, INCLUDING SHOPPING FOR GIFTS, FOOD, AND FOR PERSONAL NEEDS. FAMILIES ARE ASKED TO SUPPLY MONEY FOR MEALS (WHEN APPROPRIATE). BECAUSE OF THE HIGH PERCENTAGE OF TOILETING PROBLEMS FOUND IN THIS POPULATION, BOTH A MALE AND A FEMALE STAFF MEMBER IS NEEDED DURING EACH TRIP INTO THE COMMUNITY. LESSONS OCCUR ONE TIME A MONTH FOR A TOTAL OF FROM 8 TO 10 LESSONS A YEAR AND ARE PROVIDED FOR A PERIOD OF YEARS DEPENDING UPON THE NEEDS AND SKILLS OF INDIVIDUAL STUDENTS. LESSONS TAKE AN ENTIRE SCHOOL DAY, 5 TO 7 HOURS.

COMMUNITY TRAVEL
THE ROLE OF THE THERAPIST

A THERAPIST IS NEEDED WHO UNDERSTANDS NOT ONLY GENERAL NEUROMUSCULAR PROBLEMS, BUT WHO UNDERSTANDS AS WELL THE SPECIFIC NEUROMUSCULAR PROBLEMS OF THE INDIVIDUAL STUDENTS WHO ARE PARTICIPATING IN THE TRAVEL PROGRAM. THE ORIENTATION AND MOBILITY SPECIALIST IS NOT SUFFICIENTLY TRAINED TO ANTICIPATE OR ADAPT TO THE VARIETY OF PROBLEMS ENCOUNTERED BY PHYSICALLY IMPAIRED STUDENTS DURING TRAVEL IN THE COMMUNITY.

THE TRAVEL PROGRAM FOR PHYSICALLY IMPAIRED STUDENTS HAS AT ITS FOUNDATION THE AWARENESS THAT SEVERELY HANDICAPPED CHILDREN LACK PRACTICAL EXPERIENCES. BLIND AND VISUALLY IMPAIRED CHILDREN WITH PHYSICAL DISABILITIES ARE ESPECIALLY CHALLENGED BY COMMUNITY TRAVEL.

HERE ARE SOME SPECIFIC EXAMPLES OF THE THERAPIST'S ROLE:

1-TRANSPORTATION: TRANSFERRING STUDENTS; POSITIONING FOR SAFETY AND COMFORT; UNDERSTANDING AND ADAPTING TO DANGERS ON LIFTS AND RAMPS; DRIVING SKILLS.
2-CLOTHING: DRESSING AND UNDRESSING AT LOCKERS, IN RESTAURANTS, IN BATHROOMS.
3-EATING DIFFICULTIES AND ADAPTATIONS: BEST FOODS FOR INDIVIDUAL STUDENTS (TEXTURE, HANDLING EASE, ADAPTIVE TECHNIQUES OR UTENSILS).
4-WHEELCHAIR TROUBLE SHOOTING: REPAIR; ADAPTATIONS; UNDERSTANDING THE LIMITATIONS OF THE CHAIR IN RELATION TO THE PHYSICAL IMPAIRMENTS OF THE CHILD; HANDLING SLIPPERY OR STEEP HILLS; HANDLING CURBS.
5-BENDING AND REACHING: WHEN SHOPPING FOR FOOD (REACHING TOWARD STORE DISPLAYS); PICKING UP DROPPED OBJECTS; PAYING BILLS (MAKING CHANGE).
6-TOILETING: MEDICATIONS (AFFECT ON NEUROMUSCULAR FUNCTIONING); ADAPTIVE CLOTHING; TRANSFERRING; SELF-CATHING ADAPTATIONS.
7-CREATIVE THINKING: SPECIAL CHAIR BAGS, REACHERS, CHANGERS, CHAIR CONTROLS, ETC.
8-TRAVEL TRAINING: TEACH COMMUNITY TRAVEL SKILLS. DEAL WITH SPATIAL CONCEPT PROBLEMS AND PERCEPTUAL DISABILITIES. TRAINING ORIENTATION SKILLS, PROTECTIVE TECHNIQUES, AND SURVIVAL SKILLS (IDENTIFING SURVIVAL WORDS, SOLICITING AID).

THERE ARE SEVERAL STRATEGIES USED IN THIS CURRICULUM WHICH MAKE THE PROGRAM DIFFERENT FROM MOST COMMUNITY TRAVEL PROGRAMS. COMMUNITY TRAVEL PROGRAMS TEND TO BE HERD EXPERIENCES THAT HAVE THE FLAVOR OF FIELD TRIPS. THESE PROGRAMS STRESS ONLY DAILY LIVING SKILLS AND FAIL TO TAKE ADVANTAGE OF ORIENTATION AND MOBILITY PHILOSOPHY.

THE ROLE OF THE THERAPIST IN COMMUNITY TRAVEL TRAINING FOR PHYSICALLY IMPAIRED STUDENTS IS OBVIOUS. THE ROLE OF THE ORIENTATION AND MOBILITY INSTRUCTOR-A BLIND REHABILITATION SPECIALIST-MAY BE LESS CLEAR. THERE ARE TWO REASONS WHY ORIENTATION AND MOBILITY SPECIALISTS NEED TO BE INVOLVED WITH COMMUNITY TRAVEL PROGRAMS FOR ALL DEVELOPMENTALLY DISABLED STUDENTS:

1-MOBILITY IS AN EVOLVING PROFESSION. IT HAS BEEN HISTORICALLY AN OCCUPATION THAT TAUGHT TRAVEL SKILLS TO BLIND PERSONS. IT IS BECOMING, HOWEVER, A PROFESSION WHICH SPECIALIZES IN THE TRAVEL PROBLEMS OF ALL DISABLED INDIVIDUALS. THE ABILITY TO STAY ORIENTED IN AN ENVIRONMENT IS A PERCEPTUAL PROCESS THAT IS OFTEN DAMAGED IN DEVELOPMENTALLY DISABLED CHILDREN. MANY OF THESE CHILDREN ALSO HAVE BEEN DEPRIVED BY THEIR CIRCUMSTANCES OF THE OPPORTUNITY TO DEVELOP INDEPENDENCE IN THE COMMUNITY.

2-ALMOST ALL SEVERELY IMPAIRED CHILDREN HAVE VISUAL PROBLEMS. THE GREATER THE DEGREE AND NUMBER OF IMPAIRMENTS, THE GREATER THE LIKELIHOOD OF ASSOCIATED VISUAL ANOMALIES. A VISION IMPAIRMENT MEANS THAT THE EYES ARE DAMAGED. A HIGH PERCENTAGE-AS HIGH AS 60% IN SOME STUDIES-OF ALL DEVELOPMENTALLY DISABLED CHILDREN HAVE SOME DEGREE OF EYE IMPAIRMENT. A VISION IMPAIRMENT IS DIFFERENT FROM A VISUAL DISABILITY. WHEN VISUAL DIABILITY IS FACTORED INTO THE EQUATION, THEN THE STATEMENT CAN BE MADE THAT ALMOST ALL DEVELOPMENTALLY DISABLED CHILDREN HAVE VISION PROBLEMS THAT CAN INTERFER WITH THE ABILITY TO TRAVEL. A VISUAL DISABILITY IS A VISUAL TASK THAT CANNOT BE ACCOMPLISHED ADEQUATELY BECAUSE OF A BODY IMPAIRMENT. WHEREAS A VISUAL IMPAIRMENT INVOLVES THE EYE OR OCCIPITAL LOBE, A VISUAL DISABILITY IS A WHOLE BRAIN PROBLEM. NEURAL FEEDBACK LOOPS CONNECT THE OCCIPITAL LOBE WITH ALL OTHER AREAS OF THE BRAIN. DAMAGE TO VARIOUS PARTS OF THE BRAIN AFFECT THE FEEDBACK LOOPS AND VISUAL DISABILITIES OCCUR. IT IS BECAUSE OF THE HIGH PERCENTAGE OF VISUAL IMPAIRMENTS AND VISUAL DISABILITIES THAT MOBILITY SPECIALISTS HAVE GRADUALLY EVOLVED INTO A PROFESSION TEACHING TRAVEL SKILLS TO ALL DEVELOPMENTALLY DISABLED CHILDREN.

THE FOLLOWING LIST IS A QUICK SUMMARY OF TRAVEL STRATEGIES THAT ARE DERIVED FROM THE ORIENTATION AND MOBILITY PROFESSION.

1-TO TEACH INDEPENDENCE, CHILDREN HAVE TO BE INDIVIDUALLY PLACED IN PROBLEM SOLVING SITUATIONS. WHEN PHYSICALLY IMPAIRED CHILDREN TRAVEL ON FIELD TRIPS OR WITHIN COMMUNITY TRAVEL PROGRAMS WHICH STRESS ONLY DAILY LIVING SKILLS, TRANSPORTATION IS ARRANGED FOR THE STUDENTS, THEY ARE LEAD FROM PLACE TO PLACE, AND THEY ARE OFTEN INSTRUCTED IN LARGE GROUPS. ORIENTATION AND MOBILITY TEACHERS USE A ONE-ON-ONE APPROACH, REQUIRING STUDENTS TO DEMONSTRATE COMPETENCE AT SUCCESSIVE SKILL LEVELS. UNFORTUNATELY, COMMUNITY TRAVEL WITH SEVERELY PHYSICALLY IMPAIRED CHILDREN, IN MOST CASES, CANNOT RESULT IN TOTAL INDEPENDENCE-BECAUSE OF THE DEGREE OF IMPAIRMENT. FOR THIS REASON, OUR

PROGRAM USES TEAMS. WE MATCH STUDENTS SO THAT WEAKNESSES ARE COVERED BY A PARTNER. IDEAL TEAMS HAVE TWO MEMBERS, ALTHOUGH WE DO WORK WITH TEAMS OF THREE AND FOUR.

2-MOBILITY LESSONS ARE DESIGNED IN A STEP BY STEP FASHION THAT INSURES SUCCESS. DEVELOPMENT OF CONFIDENCE OCCURS WHEN STUDENTS ARE NOT RUSHED. THEY DO NOT GO ON TO HARDER CHALLENGES IF THEY HAVE NOT MASTERED PREVIOUS SKILLS. THE COMMUNITY TRAVEL PROGRAM HAS COMBINED LOW PRESSURE TEACHING WITH GRADUAL DEMANDS FOR INCREASING LEVELS OF INDEPENDENCE. THERE IS ALSO CONSIDERABLE REPETITION OF ACTIVITIES OVER THE COURSE OF THE PROGRAM.

3-MOBILITY USES A STEP BY STEP APPROACH TO LEARNING NEW ENVIRONMENTS. LESSONS START IN FAMILIAR AREAS-THE SCHOOL OR HOME-AND SLOWLY SPIN OUTWARD TO MORE COMPLEX AND CHALLENGING ENVIRONMENTS, SUCH AS RESIDENTIAL AREAS, SMALL BUSINESS AREAS AND DOWNTOWNS. SMALLER, EASIER ENVIRONMENTS ARE LEARNED (OR EXPERIENCED) BEFORE MORE COMPLEX ATMOSPHERES ARE INTRODUCED.

4-MOBILITY STRESSES "ORIENTEERING", THE PROCESS OF LEARNING SPATIAL LAYOUTS. MALLS, GROCERY STORES, RESIDENTIAL AREAS, ETC. ALL HAVE LOGICAL DESIGNS. KNOWLEDGE OF THESE DESIGNS LEADS TO COMPETENCE WHEN TRAVELING IN THE VARIOUS ENVIRONMENTS.

5-MOBILITY USES LANDMARKS AND CLUES TO TEACH TRAVEL SKILLS. LANDMARKS ARE CHAINED TOGETHER TO TEACH ROUTES. THIS HAS BEEN A HIGHLY EFFECTIVE STRATEGY FOR TEACHING TRAVEL TO BLIND PERSONS. IT IS FINDING EQUAL APPLICABILITY WITH OTHER DISABLED GROUPS.

6-MOBILITY USES A CONCEPT CALLED "FADING". AT THE BEGINNING OF THE PROGRAM, STUDENTS STAY CLOSE TO THEIR TEACHERS. THERE IS CONSIDERABLE FEEDBACK AND ASSISTANCE. THIS BUILDS CONFIDENCE AND OVERCOMES INSECURITY. AS STUDENTS DEVELOP, INSTRUCTORS FADE THEIR ASSISTANCE. THEY GIVE LESS HELP AND PROVIDE LESS VERBAL FEEDBACK. ALSO, THE DISTANCE THE INSTRUCTOR IS FROM THE STUDENT INCREASES WITH STUDENT ABILITY (THE TEACHER FADES AWAY). FINAL LESSONS OCCUR WITH THE INSTRUCTOR OUT OF SIGHT AND OUT OF RANGE. STUDENTS ARE TOLD THAT, HAVING REACHED A RELATIVE LEVEL OF INDEPENDENCE, THE INSTRUCTOR IS NO LONGER IMMEDIATELY AVALIABLE TO THEM UNLESS AN EMERGENCY SITUATION OCCURS.

7-STUDENTS MUST MASTER (OR HAVE WORKED ON) PREREQUISITE SKILLS BEFORE THEY TRAVEL IN THE COMMUNIY. FOR EXAMPLE, STUDENTS MUST UNDERSTAND THAT THEY ARE WORKING TOWARD THE GOAL OF INDEPENDENCE. ALTHOUGH HAVING FUN AND NEW EXPERIENCES IS VALID ENOUGH REASON FOR COMMUNITY TRAVEL PROGRAMS (IMPROVED QUALITY OF LIFE BY ITSELF IS SUFFICIENT REASON FOR LESSONS) STUDENTS MUST UNDERSTAND BEFORE LESSONS BEGIN THAT THERE IS WORK TO BE DONE AND THAT THERE ARE EXPECTATIONS FOR EACH LESSON. THEY MUST ALSO DEVELOP (OR ATTEMPT TO DEVELOP) BATHROOMING SKILLS BEFORE LESSONS BEGIN IN THE COMMUNITY. THEY MUST EITHER BE ABLE TO HOLD OFF USING THE BATHROOM FOR ABOUT FIVE HOURS, OR BE INDEPENDENT IN PUBLIC RESTROOMS. OF COURSE THERE ARE EXCEPTIONS. WE ACCEPT THE STUDENTS BEST EFFORT AND MOVE TO INCREASE INDEPENDENCE AS FAR AS THE STUDENT IS ABLE. AFTER ATTEMPTING PRE-REQUISTIE SKILLS FOR ONE YEAR, ALL CHILDREN ARE ADMITTED TO THE PROGRAM WITH NECESSARY ADJUSTMENTS.

8-MOBILITY SPECIALISTS BELIEVE IN LETTING ADVANCED STUDENTS "GET LOST". AT A CERTAIN LEVEL OF INDEPENDENCE, STUDENTS ARE ALLOWED TO WANDER AROUND FOR A PERIOD OF TIME WHILE THEY ATTEMPT TO SOLVE THEIR OWN PROBLEMS. THEY ARE TOLD THAT THIS IS DELIBERATELY DONE TO IMPROVE THEIR PROBLEM SOLVING SKILLS. IF INSTRUCTORS HAVE TO INTERCEDE IT IS ONLY TO PROMPT-TO SUGGEST STRATEGIES FOR PROBLEM SOLVING.

9-MOBILITY USES A CONCEPT CALLED DROPPING-OFF. AFTER STUDENTS HAVE MASTERED A SPATIAL LAYOUT, THE INSTRUCTOR DROPS THE STUDENT INTO THE THE ROOM OR BUILDING AND ASKS THE STUDENT TO LOCATE OBJECTICES WITHOUT ASSISTANCE. THIS IS ONLY DONE WHEN THE INSTRUCTOR IS SURE THE STUDENT WILL SUCCEED.

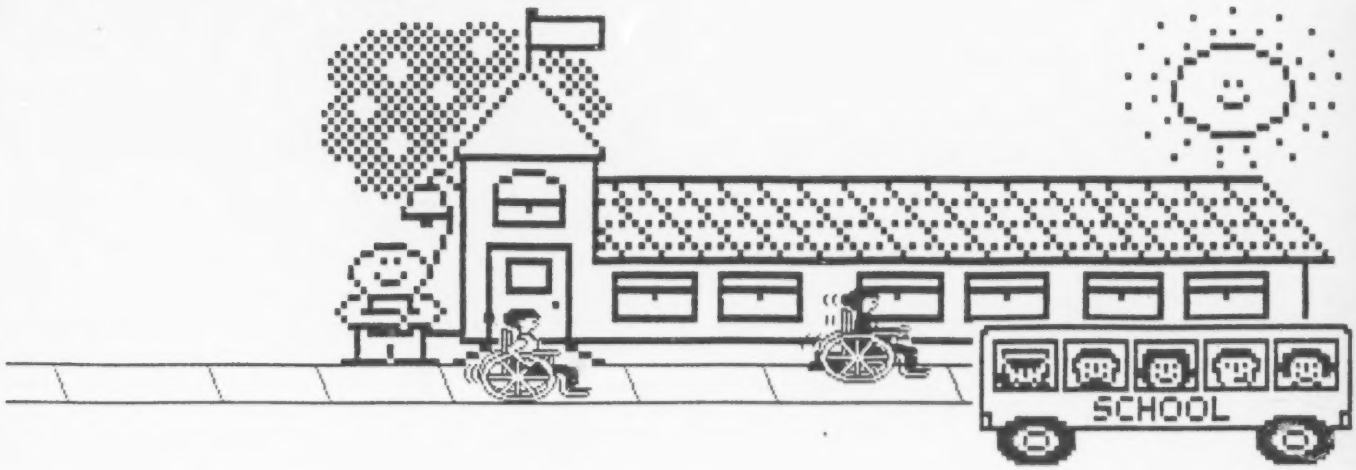
10-MOBILITY USES BASIC TEACHING STRATEGIES LIKE POSITIVE FEEDBACK AND PROMPTING. STUDENTS QUESTIONS ARE RARELY ANSWERED DIRECTLY. INSTEAD, THE TEACHER PROMPTS THE STUDENT TO FIGURE OUT THE SOLUTION OF A PROBLEM.

11-MOBILITY SPECIALISTS WALK BEHIND THEIR STUDENTS DURING LESSONS. WALKING AHEAD OR BESIDE A STUDENT ALLOWS THAT STUDENT TO FOLLOW. IT TAKES AWAY THE RESPONSIBILITY FOR SELF-MOVEMENT.

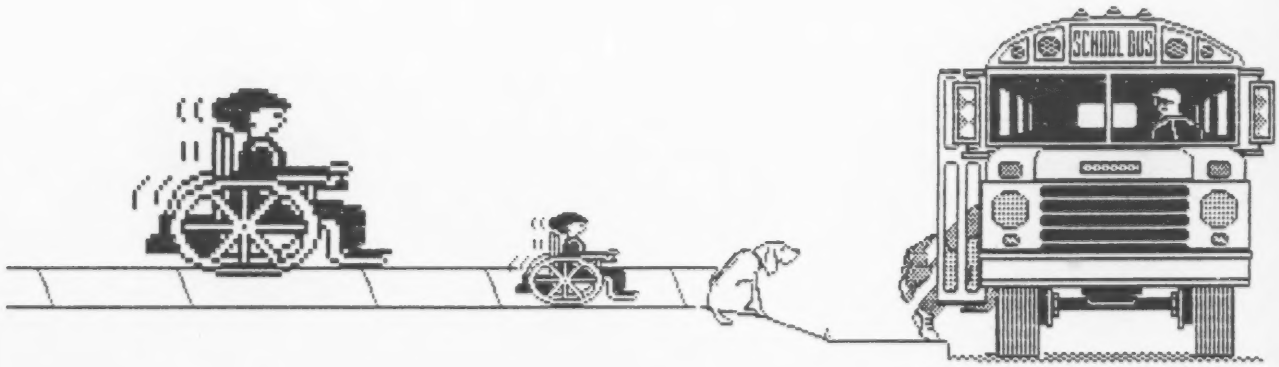
12-DAILY LIVING SKILLS TAUGHT IN THE CLASSROOM CANNOT COMPARE WITH THE MOTIVATION AND PRESSURES FOUND IN REAL-LIFE SITUATIONS. COMMUNITY TRAVEL INVOLVES TELEPHONING, DEALING WITH STRANGERS, USING PUBLIC TRANSPORTATION, ORDERING FOOD, EATING SKILLS, MONEY AND TIME CONCEPTS, BATHROOMING IN PUBLIC RESTROOMS, SOCIAL COMMUNICATION, WHEELCHAIR DRIVING SKILLS, APPROPRIATE DRESS AND GROOMING, ETC.

13-WORK HAS ITS LIMITS, HOWEVER, AND SO EVEN THE VERY FIRST LESSON IN THE COMMUNITY SHOULD HAVE SOME FREE TIME BUILT IN. PHYSICALLY IMPAIRED STUDENTS TIRE QUICKLY. AFTER A COUPLE HOURS OF FOLLOWING THE INSTRUCTIONS OF THE TEACHER, MANY BEGIN TO FADE. WE HAVE FOUND THAT FREE TIME AFTER LUNCH IS A VALUABLE COMPONENT OF EACH LESSON. THE FIRST FEELINGS OF BEING FREE BEGAN DURING FREE TIME. NEW SKILLS CAN BE LEARNED INDEPENDENTLY AND QUICKLY DURING THIS TIME OF SELF MOTIVATION.

14-WE HAVE ALSO LEARNED THAT VIDEO TAPING STUDENTS IS AN EFFECTIVE WAY TO FOLLOWUP TEACHING AFTER LESSONS. THE TAPES CAN BE PLAYED OVER AND OVER AGAIN AND THE STUDENTS CAN SIT AS CLOSE AS THEY NEED TO IN ORDER TO SEE THE SCREEN.



COMMUNITY TRAVEL FOR PHYSICALLY IMPAIRED STUDENTS FIRST YEAR



FIRST YEAR PREREQUISITE SKILLS
FOR THERAPY

PREREQUISITE OBJECTIVES

IT IS NOT NECESSARY FOR EACH STUDENT TO MEET ALL OF THE FOLLOWING PREREQUISITES. AN EVALUATION OF THESE SKILLS SHOULD BE MADE. A PLAN MUST THEN BE CREATED FOR DEALING WITH THE ABSENCE OF THESE SKILLS WHILE OUT IN THE COMMUNITY.

A. STUDENTS WHEELCHAIR WILL BE APPROPRIATE FOR INDEPENDENT TRAVEL
   1. STUDENT WILL BE POSITIONED SAFELY FOR TRAVEL
   2. STUDENT WILL BE POSITIONED TO ALLOW MAXIMAL UPPER EXTREMITY FUNCTION
   3. STUDENT WILL BE ABLE TO PROPEL WHEELCHAIR (MANUAL OR POWER) FOR A FULL SCHOOL DAY

B. STUDENT WILL DEMONSTRATE THE ABILITY TO TRANSFER SAFELY USING * WHEELCHAIR , * POWER WHEELCHAIR , * CANE , *CRUTCHES, * AMIGO, * ETC

   1. TRANSFERRING FROM CHAIR TO * _____
      A. TRANSFERRING FROM *_____ TO CHAIR
   2. TRANSFERRING FROM THE FLOOR TO * _____
      A. TRANSFERRING FROM * _____ TO FLOOR
   3. TRANSFERRING FROM A TOILET TO *_____
      A. TRANSFERRING FROM *_____ TO TOILET
      B. STUDENT IS ABLE TO REMOVE CLOTHING FOR TOILET USE
      C. STUDENT IS ABLE TO DRESS FOLLOWING TOILET USE
   4. TRANSFERRING FROM CAR TO * _____
      A.TRANSFERRING FROM * _____ TO CAR

C. WHEELCHAIR SAFETY - THE STUDENT WILL DEMONSTRATE SAFE USE OF EQUIPMENT

1. RELEASING OWN SEAT BELT
2. FASTENING OWN SEAT BELT
3. RELEASING OWN BRAKES
4. FASTENING OWN BRAKES
5. EXPLAINING BRAKING PROCEDURE
6. REMOVING ARMRESTS
7. REPLACING ARMRESTS
8. REMOVING FOOTRESTS
9. REPLACING FOOTRESTS
10. ADJUSTING SPEED CONTROL OF POWER WHEELCHAIR
11. USING ON/OFF SWITCH OF POWER WHEELCHAIR
12. EXPLAIN A MAINTAINENCE CHECK LIST OF WHEELCHAIR
13. EXPLAIN PROCEDURE FOR GETTING WHEELCHAIR REPAIRED
14. EXPLAIN WHEELCHAIR CHARGING PROCEDURES
15. EXPLAIN BASIC WHEELCHAIR ADJUSTMENTS
16. PLACING OWN EQUIPMENT INTO CAR
17. PLACING EQUIPMENT IN A SAFE PLACE IN THE CLASSROOM WHEN NOT IN USE

D. SKIN CARE - STUDENT WILL DEMONSTRATE UNDERSTANDING OF SKIN CARE

1. UNDERSTANDING PROPER SKIN CARE TO PREVENT BREAKDOWN
2. PREFORMING ACTIVITIES TO PREVENT SKIN BREAKDOWN

E. MOVEMENT INDOORS - THE STUDENT WILL MANEUVER SAFELY IN AN INDOOR ENVIRONMENT USING *_____

1. LOOKS FORWARD WHILE DRIVING
2. STOPS OR MOVES TO AVOID A CROWD
3. MOVES CAUTIOUSLY AROUND CORNERS
4. ALLOWS AMPLE SPACE BETWEEN HIM/HERSELF AND THE PERSON HE/SHE IS FOLLOWING
5. MOVES WHEELCHAIR AT A SPEED THAT IS APPROPRIATE
   A. SLOWER FOR CROWDED OR TIGHT AREAS
   B. FASTER IN LONG/OPEN HALLWAYS
6. TURNS BY MOVING FORWARD RATHER THAN BACKING UP WHEN POSSIBLE
7. LOOKS BEHIND WHEELCHAIR WHEN BACKING UP
8. MOVES UP AN INCLINE WITH CONTROL
9. MOVES DOWN AN INCLINE WITH CONTROL
10. WILL BE ABLE TO EXPLAIN WHEELCHAIRS REACTION TO INCLINES AND DECLINES
11. DOES NOT BLOCK AISLES AND DOORWAYS WITH WHEELCHAIR
12. TRAVELS ON RIGHT SIDE OF HALLWAY WHEN POSSIBLE
13. PASSES THROUGH OPEN DOORWAYS WITHOUT BUMPING
14. PULLS OPEN DOOR AND MOVES THROUGH
15. PUSHES OPEN DOOR AND MOVES THROUGH
16. CLOSES DOOR AFTER MOVING THROUGH
17. ASCENDS STAIRS (AT LEAST 4)
18. DESCENDS STAIRS (AT LEAST 4)

F. MOVEMENT OUTDOORS - THE STUDENT WILL MANEUVER SAFELY IN AN OUTDOOR ENVIRONMENT USING * _____

1. MOVES ON GRASS
2. MOVES ON LEVEL PAVED SURFACES
3. MOVES ON GRAVEL
4. MOVES ON SAND
5. GOES UP INCLINE
6. GOES DOWN INCLINE
7. MOVES FROM ONE TYPE OF SURFACE TO ANOTHER

G. THE STUDENT WILL DEMONSTRATE APPROPRIATE FEEDING SKILLS

1. EAT WITH A SPOON
2. PIERCE FOOD WITH A FORK
3. SPREAD WITH A BUTTER KNIFE
4. CUT WITH A KNIFE
5. CUT WITH THE SIDE OF A FORK
6. WILL BE TRAINED IN THE USE OF ADAPTIVE DEVICES NECESSARY FOR FEEDING HIS/HER SELF

H. THE STUDENT WILL DEMONSTRATE APPROPRIATE TOILETING SKILLS

1. THE THERAPIST WILL TRAIN STUDENT IN USE OF ADAPTIVE DEVICES NECESSARY FOR TOILETING
2. THERAPIST WILL TRAIN STUDENT IN THE USE OF TOILETING TECHNIQUES
   A. ASSESSMENT OF CORRECT POSITIONING FOR SECURITY AND COMFORT
   B. DETERMINATION AND ACQUISITION OF ADAPTIVE TOILETING DEVICES
3. THERAPIST WILL TRAIN STUDENT IN USE OF ADAPTIVE DEVICES NECESSARY FOR SELF CATHING

I. THE STUDENT WILL DEMONSTRATE THE AQUISITION OF FINE MOTOR MANIPULATORY SKILLS NECESSARY FOR COMMUNITY TRAVEL

1. USE A TELEPHONE, ROTARY DIAL
2. USE A TELEPHONE, PUSH BUTTON
3. HOLD AND SPEAK INTO A TELEPHONE RECEIVER
4. ACTIVATE AN ARTIFICIAL COMMUNICATION DEVICE WITH HAND
5. ACTIVATE AN ARTIFICIAL COMMUNICATION DEVICE WITH ADAPTED SWITCH
6. CARRY AND HANDLE MONEY USING ADAPTED EQUIPMENT AS NECESSARY

COMMUNITY TRAVEL PROGRAM
ORIENTATION AND MOBILITY PREREQUISITE SKILLS
FIRST YEAR

1-THE STUDENT WILL LEARN REASONS FOR THESE LESSONS:
A-DEVELOP INDEPENDENCE AND OVERCOME FEARS
B-LEARN TRAVEL SKILLS (LANDMARK AND CLUE USE)
C-GAIN EXPERIENCE AND HAVE FUN
D-LEARN DAILY LIVING SKILLS IN REAL ENVIRONMENTS
E-LEARN APPROPRIATE USE OF ADAPTIVE TOOLS

2-THE STUDENT WILL FIND OBJECTIVES IN THE SCHOOL:

FOR EXAMPLE, THE STUDENT WILL:

01- LOCATE HIS/HER CLASSROOM AND RETURN TO IT FROM EACH OF THE FOLLOWING LOCATIONS
02- LOCATE THE BATHROOM
03- LOCATE THE MAIN DOORS
04- LOCATE THE MUSIC ROOM
05- LOCATE THE GYM
06- LOCATE THE POOL
07- LOCATE THE LOCKERROOMS
08- LOCATE THE CAFETERIA
09- LOCATE THE THERAPY ROOMS
10- LOCATE THE LIBRARY
11- LOCATE THE MAIN OFFICE

3-THE STUDENT WILL ASSOCIATE A FUNCTION WITH EACH ROOM. FOR EXAMPLE: THE STUDENT WILL LOCATE THE ROOM WHERE:

01-BOOKS CAN BE CHECKED OUT
02-THE ATTENDANCE SLIP IS TAKEN EACH MORNING
03-STUDENTS GO WHEN THEY FEEL SICK OR GET HURT
04-STUDENTS SWIM; EAT LUNCH; PLAY GAMES; LISTEN TO MUSIC; ETC.

4-THE CONCEPTS LEFT, RIGHT, FORWARD, BACK, NEXT TO, ALONGSIDE, ETC. ARE IMPORTANT PREREQUISITE SKILLS FOR SUCCESSFUL COMMUNITY TRAVEL. LESSONS ARE PROVIDED WHICH REQUIRE THE STUDENT TO TRAVEL TO VARIOUS LOCATIONS IN THE SCHOOL USING SPATIAL CONCEPTS. FOR EXAMPLE, A STUDENT WOULD BE ASKED TO TRAVEL OUT THE DOOR OF HIS/HER CLASSROOM, TURN RIGHT, GO PASS THE WATER FOUNTAIN, TURN LEFT AT THE FIRST HALL AND LOCATE THE SECOND DOOR ON THE RIGHT. LESSONS PROGRESS FROM EASY TO HARD.

5-THE STUDENT WILL TRAVEL BLINDFOLDED TO SCHOOL LOCATIONS WHILE MAINTAINING ORIENTATION. THE STUDENT IS PUSHED IN THE WHEELCHAIR TO THE FOLLOWING PLACES AND MUST GUESS WHERE HE OR SHE IS BASED ON AN UNDERSTANDING OF SCHOOL LAYOUT AND THE LANDMARKS AND CLUES WHICH CHARACTERIZE ROOMS (SOUNDS, SMELLS, TEXTURES, AIR CURRENTS, ETC.). THE POOL AREA, FOR EXAMPLE, SMELLS OF CHLORINE AND FEELS WARM AND HUMID.

FOR EXAMPLE, THE STUDENT WILL:

01- IDENTIFY THE MUSIC ROOM (MUSIC, TEACHERS VOICE, ETC.)
02- IDENTIFY THE GYM (DEAD SOUND OF A LARGE ROOM, MUSTY SMELL)
03- IDENTIFY THE POOL (SMELL, TEMPERATURE, HUMIDITY, ETC.)
04- IDENTIFY THE COMPUTER ROOM (PRINTER SOUNDS, BEEPS, ETC.)
05- IDENTIFY THE CAFETERIA (SMELL OF FOOD, KITCHEN MOTORS, ETC.)

6-THE STUDENT WILL GIVE DETAILED DIRECTIONS TO SCHOOL LOCATIONS. THE STUDENT IS BLINDFOLDED AND PUSHED TO VARIOUS ROOMS IN THE SCHOOL. HE OR SHE MUST IDENTIFY THEIR LOCATION (IE. LIST LANDMARKS AND CLUES THAT IDENTIFY THE ROOM). THE STUDENT IS THEN ASKED TO TRAVEL TO A SECOND LOCATION, BUT ONLY AFTER GIVING DIRECTIONS TO A NEW LOCATION. THE DIRECTIONS MUST INCLUDE ALL TURNS, LANDMARKS ASSOCIATED WITH TURNS AND LANDMARKS THAT DESCRIBE THE LOCATION.

FOR EXAMPLE, THE STUDENT WILL:

01- GIVE DIRECTIONS TO THE MUSIC ROOM FROM THE CAFETERIA
02- GIVE DIRECTIONS TO THE GYM FROM MUSIC
03- GIVE DIRECTIONS TO THE POOL FROM THE GYM
04- GIVE DIRECTIONS TO THE COMPUTER ROOM FROM THE POOL
05- GIVE DIRECTIONS TO THE CAFETERIA FROM THE COMPUTER ROOM
06- GIVE DIRECTIONS TO THE THERAPY ROOM FROM THE CAFETERIA
07- GIVE DIRECTIONS TO THE LIBRARY FROM THE THERAPY DEPARTMENT
08- GIVE DIRECTIONS TO THE PRINCIPALS OFFICE FROM THE THERAPY DEPT.

7-THE STUDENT WILL PRACTICE SOUND LOCALIZATION. FOR EXAMPLE:
(STUDENT IS BLINDFOLDED)

01-IN THE GYM USING A SOUND SOURCE PLACED RANDOMLY
02-IDENTIFYING AND GOING TO NATURAL SOUNDS (MUSIC ROOM, COMPUTER ROOM, ETC.

8-THE STUDENT WILL FOLLOW SEQUENTIAL COMMANDS. IN THESE LESSONS THE STUDENT IS ASKED TO FIND TWO OR MORE LOCATIONS. WHEN ABLE TO REMEMBER AND EXECUTE TWO COMMANDS, THREE LOCATIONS ARE GIVEN, ETC. (UP TO THE STUDENT'S LIMIT). FOR EXAMPLE: FIND THE LIBRARY AND THEN FIND THE POOL. FIND THE CAFETERIA, THE LIBRARY AND THE POOL. ETC.

THE ABOVE LESSONS MUST BE COMPLETED DURING THE FIRST YEAR. MOST STUDENTS FINISH THE OBJECTIVES AFTER 15 TO 20 HALF HOUR SESSIONS.

9-THE STUDENT WILL ASK FOR HELP TO LOCATE OBJECTIVES. SELECT AREAS WHICH ARE UNFAMILIAR TO THE STUDENT. FORCE THE STUDENT TO REPEATEDLY ASK FOR DIRECTIONS.

01-LOCATE ROOMS BY NUMBER
02-LOCATE ROOMS USING THE NAMES OF PEOPLE WHO WORK IN THE ROOMS
03-LOCATE ROOMS BY FUNCTION (FIND THE MEDIA ROOM)

10-THE STUDENT WILL LEARN THE CARDINAL DIRECTIONS (NORTH, SOUTH, EAST AND WEST.

01-IN A ROOM
02-IN A BUILDING HALLWAY
03-OUTSIDE
04-IN EACH CASE ABOVE, DIFFERENTIATE THE CARDINAL DIRECTIONS FROM LEFT AND RIGHT

11-ASSIST THE TEACHER AND COMMUNICATIONS SPECIALISTS WITH THEIR SECTION OF THE CURRICULUM, OR TAKE THE LEAD IN TEACHING THE FOLLOWING: ROLE PLAY:

01-USE OF THE TELEPHONE
02-BEING SAFE ON THE LIFT BUS
03-EATING IN A RESTAURANT
04-SHOPPING IN A DEPARTMENT STORE
05-TIME CONCEPTS
06-MONEY CONCEPTS

COMMUNITY TRAVEL PROGRAM
FIRST YEAR PREREQUISITE SKILLS-CLASSROOM TEACHER

PREREQUISITES FOR COMMUNITY TRAVEL: WHEN A STUDENT HAS COMPLETED THESE OBJECTIVES HE OR SHE IS ELIGIBLE FOR COMMUNITY TRAVEL LESSONS.

1-MANY OF THE OBJECTIVES WHICH FOLLOW DEPEND UPON A STUDENTS ABILITY TO USE A COMMUNICATION DEVICE. THEREFORE, THE COMMUNICATION SPECIALIST WILL WORK SIMULTANEOUSLY WITH THE TEACHER AS CLASSROOM OBJECTIVES ARE TAUGHT. THE COMMUNICATION SYSTEM WILL BE PROGRAMMED FOR COMMUNITY TRAVEL. THE STUDENT WILL LEARN MACHINE PROGRAMMED DIALOGUES FOR CALLING HANDICAB, CONVERSING WITH THE DRIVER OF HANDICAB, ORDERING IN A RESTAURANT, ASKING FOR ASSISTANCE, SHOPPING, AND CONVERSING WITH A FRIEND AT LUNCH (CASUAL CONVERSATION).

2-THE STUDENT WILL LEARN TO COMMUNICATE USING THE TELEPHONE OR SPEAKER PHONE. DISCUSS APPROPRIATE TONE, LOUDNESS AND POLITENESS BEFORE AND DURING PRACTICING.

- 01-PRACTICE CALLING THE LIFT BUS: STUDENT IDENTIFYS SELF, STATES THE TIME AND PLACE FOR PICKUP TO AND FROM DESTINATION, STATES THE NUMBER OF PEOPLE GOING, ASKS THE COST ROUND TRIP, AND SAYS THANK YOU AND GOOD BY.
- 02-AS HOMEWORK: CALL A FRIEND ONCE A WEEK
- 03-PRACTICE TAKING A MESSAGE OVER THE PHONE
- 04-PRACTICE ORDERING A PIZZA OVER THE PHONE

3-THE STUDENT WILL DEMONSTRATE THE ABILITY TO CARRY ON A CONVERSATION. THE STUDENT WILL PRACTICE (ROLE PLAY) THE FOLLOWING:

- 01-A CONVERSATION WITH A FRIEND OVER LUNCH
- 02-CONVERSING WITH A WAITRESS
- 03-A DISCUSSION WITH A STORE CLERK
- 04-ASKING AT THE INFORMATION/SERVICE DESK FOR DIRECTIONS

4-THE STUDENT WILL BECOME FAMILIAR WITH A MENU FROM A LOCAL RESTAURANT. THE STUDENT WILL ROLE PLAY THE FOLLOWING:

- 01-ASKING FOR A TABLE
- 02-APPROACHING THE TABLE WITH THE WHEELCHAIR
- 03-POSITIONING IN A SAFE AND EFFICIENT MANNER AT THE TABLE
- 04-ORDERING A MEAL FROM THE MENU OR ASKING THE WAITRESS
- 05-ASKING FOR SPECIAL ASSISTANCE (CUTTING MEAT, EXTRA NAPKINS)
- 06-REACTING TO PROBLEMS (WATER IS SPILLED, ETC.)
- 07-CLEANING FACE AND HANDS AFTER THE MEAL
- 08-LEAVING A TIP
- 09-DRIVING TO THE CASHIER
- 10-PAYING THE BILL
- 11-PUTTING CHANGE WHERE IT IS SECURE BUT ACCESSIBLE
- 12-DISCUSS TABLE MANNERS
- 13-DISCUSS POLITENESS WHEN RESPONDING TO THE WAITRESS
- 14-DISCUSS APPROPRIATE FOODS: TEXTURE, SIZE, EASE OF HANDLING, NUTRITION, EXPENSE, FLUID INTAKE (AND THE NEED TO CONTROL THE BLATTER)

5-THE STUDENT WILL ROLE PLAY SHOPPING AS FOLLOWS:
  01-MAKE A NOTE OF 3 ITEMS TO BE PURCHASED
  02-ASK A CLERK FOR ASSISTANCE LOCATING THE ITEMS
  03-ASK FOR THE PRICE OF EACH ITEM
  04-DETERMINE WHETHER YOU HAVE THE MONEY TO PURCHASE (AND STILL HAVE ENOUGH FOR LUNCH)
  05-PAY FOR THE ITEM
  06-TAKE THE CHANGE AND PLACE IT WHERE IT WILL NOT BE LOST
  07-LOOK FOR ITEMS ON DIFFERENT SHELVES
  08-ASK FOR ASSISTANCE GETTING THE ITEM
  09-PLACE THE ITEM IN A SAFE AND ACCESSIBLE PLACE ON YOU WHEELCHAIR

THE FOLLOWING OBJECTIVES NEED NOT BE COMPLETED BEFORE A STUDENT IS ALLOWED TO PARTICIPATE IN THE COMMUNITY TRAVEL PROGRAM. GRASPING TIME AND MONEY CONCEPTS WILL BE AN ON-GOING LEARNING TASK PRIOR TO AND DURING TRAVEL LESSONS. HOWEVER, EFFORT SHOULD BE MADE TO ADDRESS THESE OBJECTIVES AND TO PROGRESS AS FAR AS IS PRACTICAL.

6-THE STUDENT WILL DEVELOP TIME MANAGEMENT CONCEPTS:
  01-HE OR SHE WILL LEARN THE TIMES DURING EACH DAY FOR ARRIVING AND LEAVING SCHOOL
  02-FOR GOING TO LUNCH (DISCUSS APPROPRIATE TIME FOR LUNCH IN THE COMMUNITY, IE. BEFORE THE RUSH AT 12:00)
  03-FOR ANY SPECIAL CLASSES SUCH AS THERAPY OR MOBILITY
  04-THE STUDENT WILL BE ABLE TO IDENTIFY THE TIMES FOR EACH ACTIVITY ON A DIGITAL (OR VOICE FEEDBACK) WATCH.

7-THE STUDENT WILL LEARN MONEY CONCEPTS.
  A-THE STUDENT WILL RECOGNIZE A PENNY, NICKEL, DIME, QUARTER, HALF DOLLAR, DOLLAR, FIVE-TEN-TWENTY DOLLAR BILLS.
  B-THE STUDENT WILL DIFFERENTIATE BETWEEN THE VARIOUS COINS AND BILLS.
  C-THE STUDENT WILL BE ABLE TO COMPARE THE VALUE OF THE COINS AND BILLS
  D-THE STUDENT CAN ANSWER THESE QUESTIONS?
    1-WHAT IS THIS (ANY COIN OR BILL) EQUAL TO IN PENNIES, NICKELS DIMES, QUARTERS, ETC.
    2-HOW MUCH DOES THIS COST? (GIVEN TAGGED ITEMS)
  E-THE STUDENT WILL LEARN TO MAKE CHANGE

COMMUNITY TRAVEL PROGRAM
COMMUNICATIONS SPECIALIST PREREQUISITE SKILLS
FIRST YEAR

WHEN A STUDENT HAS COMPLETED THE FOLLOWING OBJECTIVES HE OR SHE IS ELIGIBLE FOR COMMUNITY TRAVEL LESSONS. APPROPRIATE COMMUNICATIONS TECHNOLOGY IS USED THROUGHOUT THESE LESSONS.

1-THE STUDENT WILL LEARN TO USE COMMUNICATION BOARDS INVOLVING POINTING TO PICTURES/REBUS/REPRESENTATIONS/BLISS SYMBOLS/WORDS:

- A-GESTURES OR POINTS TO INDICATE NEED
- B-NODS HEAD OR MAKES MOVEMENTS TO INDICATE "YES" OR "NO"
- C-USES COMMUNICATION BOARD WITH THREE DEMENSIONAL OBJECTS TO INDICATE NEED
- D-ACTIVATES A SIGNALING DEVICE TO ALERT THE TEACHER/PARENT
- E-USES PICTURE/SYMBOL/WORD TO DEPICT YES-NO
- F-USES PICTURES/PHOTOGRAPHS/DRAWINGS OF OBJECTS AND ACTIVITIES
- G-USES A FEW SYMBOLS WITH PICTURES TO COMMUNICATE
- H-USES REBUSES/SYMBOLS TO COMMUNICATE NEEDS/THOUGHTS/FEELINGS AND TO SHARE INFORMATION
- I-USES LETTERS AND WORDS TO SHARE FEELINGS/THOUGHTS/NEEDS

CONVERSATION:

2-THE STUDENT WILL INITIATE A CONVERSATION:

- A-USE APPROPRIATE GREETING
- B-USE APPROPRIATE TITLES WHEN ADDRESSING PEOPLE
- C-MAKE APPROPRIATE INTRODUCTIONS
- D-WAIT TO BE ACKNOWLEDGED BEFORE INTERRUPTING
- E-SAY EXCUSE ME BEFORE INTERRUPTING
- F-ESTABLISH EYE CONTACT

3-THE STUDENT WILL MAINTAIN A CONVERSATION:

- A-TAKES TURNS WHEN SPEAKING
- B-REMAINS QUIET WHILE OTHERS ARE SPEAKING
- C-MAINTAINS EYE CONTACT
- D-USES COMPLETE SENTENCES
- E-ASKS AND ANSWERS QUESTIONS
- F-RESPONDS WHEN CALLED UPON
- G-USES COURTESY PHRASES
- H-USES APPROPRIATE LANGUAGE FOR THE SITUATION
- I-SPEAKS CLEARLY WITH PROPER VOLUME, PITCH, RATE AND INTONATION
- J-MAINTAINS THE APPROPRAITE SOCIAL DISTANCE
- K-USES FACIAL EXPRESSIONS, GESTURES AND POSTURE APPROPRIATE FOR THE CONVERSATION
- L-RESPONDS APPROPRIATELY TO THE EMOTIONAL TONE OF CONVERSATION

4-THE STUDENT WILL STAY ON A TOPIC:

- A-ESTABLISHES A TOPIC
- B-MAKES APPROPRIATE COMMENTS AND RESPONSES
- C-STAYS ON TOPIC FOR AN ACCEPTABLE, BUT NOT EXCESSIVE, LENGTH OF TIME
- D-SIGNALS A CHANGE IN TOPIC
- E-ENDS A TOPIC APPROPRIATELY

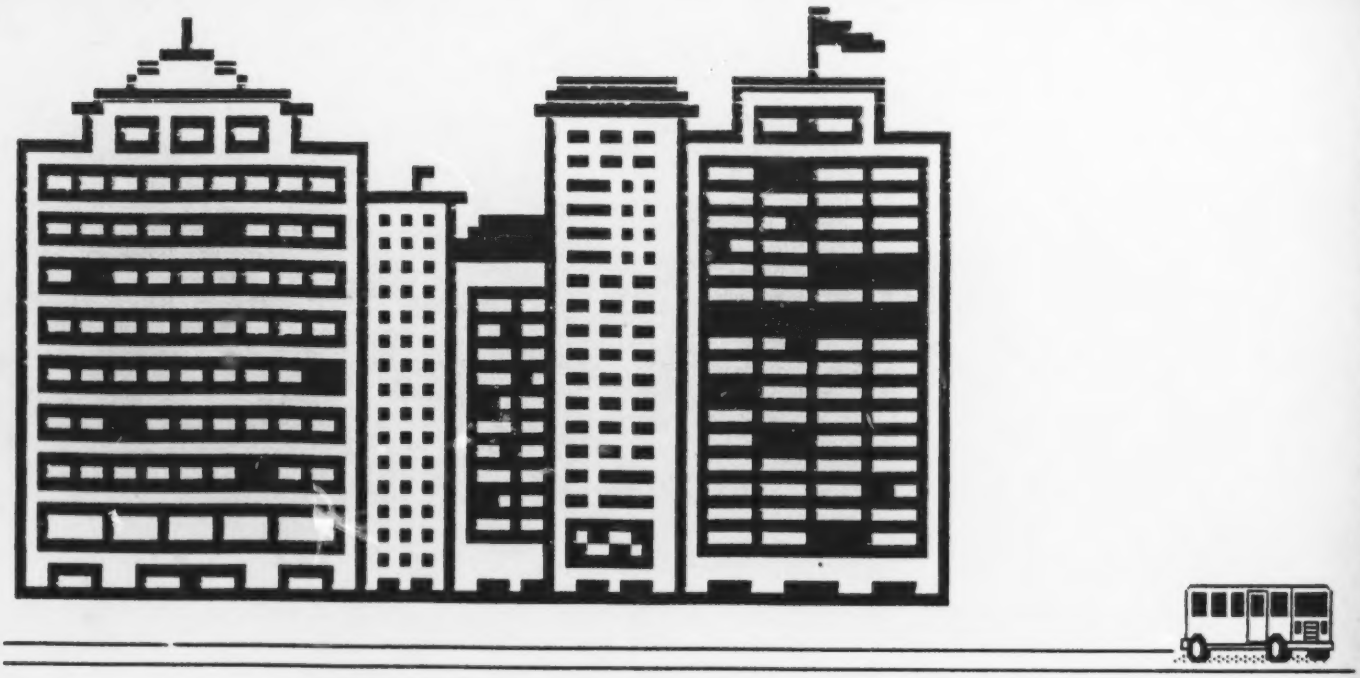
5-THE STUDENT WILL CONCLUDE A CONVERSATION:
- A-ACCEPTS CONCLUSION OF A CONVERSATION POLITELY
- B-INITIATES THE CONCLUSION OF A CONVERSATION
- C-USES APPROPRIATE FAREWELL EXPRESSIONS AND GESTURES

6-THE STUDENT WILL ANSWER A TELEPHONE APPROPRIATELY:
- A-USES APPROPRIATE GREETING
- B-SUMMONS A PERSON REQUESTED
- C-ACCURATELY RELAYS A MESSAGE

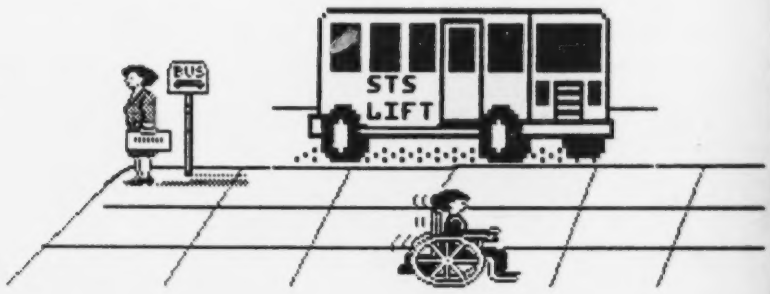
7-THE STUDENT WILL USE THE TELEPHONE TO MAKE A CALL:
- A-SIMULATES CALLING IN AN EMERGENCY
- B-CALLS HOME
- C-CALLS TO ACQUIRE A SERVICE (HANDICAB)
- D-CARRIES ON A CONVERSATION WITH A FRIEND

8-THE STUDENT WILL MAINTAIN A TELEPHONE CONVERSATION:
- A-HOLDS THE MOUTH PIECE IN THE CORRECT POSITION
- B-ALLOWS THE OTHER PERSON TO SPEAK-TAKES TURNS
- C-USES SOCIALLY ACCEPTABLE LANGUAGE
- D-USES COURTESY PHRASES
- E-SPEAKS CLEARLY WITH PROPER TONE, PITCH AND RATE
- F-RESPONDS APPROPRIATELY TO THE EMOTIONAL TONE OF THE CONVERSATION

9-THE STUDENT WILL CONCLUDE A CONVERSATION
- A-INITIATES THE CONCLUSION
- B-ACCEPTS CONCLUSION
- C-USES APPROPRIATE FAREWELL



COMMUNITY TRAVEL FOR PHYSICALLY IMPAIRED STUDENTS SECOND YEAR



SECOND YEAR OF COMMUNITY TRAVEL

1-INSTR. OBJ.: THE STUDENT WILL LEARN TO RIDE HANDICAB

01- GIVE EXAMPLES OF TYPES OF PUBLIC TRANSPORTATION
- A-HANDICAB
- B-CITY BUS
- C-TAXI
- D-SCHOOL BUS

02- TRAVEL ON HANDICAB WITH THE INSTRUCTOR AFTER INDEPENDENTLY ARRANGING FOR TRAVEL USING GOOD TELEPHONE SKILLS
- A-CONFIRMS WITH DRIVER THE COST, DESTINATION/PICKUP PLACE AND TIME, AND ASKS FOR THE RECEIPT
- B-REVIEWS HOW THE CHAIR IS ATTACHED
- C-LEARNS TO DRIVE ON AND OFF THE LIFT SAFELY
- D-REVIEWS HOW TO SET BRAKES
- E-LEARNS EMERGENCY EXISTS
- F-LEARNS WHERE THE FARE BOX IS
- G-TAKES RESPONSIBILITY FOR PAYING

03- LEARNS THAT HANDICAB MUST BE CALLED 24 HOURS IN ADVANCE

04- LEARNS TO COMPUTE FARES USING THE ZONE SYSTEM

05- LEARNS THE SERVICE AREA OF HANDICAB

06- LEARNS WHAT TO DO IN THE EVENT OF AN ACCIDENT ON PUBLIC TRANSPORTATION

07- TRAVELS INDEPENDENTLY ON HANDICAB

2-INSTR. OBJ.: THE STUDENT WILL LEARN AN INDOOR AREA MALL

01-LESSON ONE:
- A-THIS LESSON AND ALL THE FOLLOWING SHOULD INCLUDE:
  - a-PUBLIC BATHROOM FAMILIARIZATION
  - b-RESTAURANT SKILLS
  - c-LOCKER USE
  - d-WHEELCHAIR DRIVING SAFETY
  - e-ASKING FOR HELP WHEN NEEDED
  - f-PRACTICE SHOPPING
  - g-FREE TIME AFTER LUNCH
- B-REVIEW THE LESSON PLANS FOR LEARNING THE MALL, AND UNDERSTAND ADVANTAGES OF MALLS:
  - a-ALL STORE VARIETIES IN ONE PLACE
  - b-CLIMATE CONTROL
  - c-ALL STORES ACCESSIBLE, USUALLY ON ONE LEVEL
- C-CHECK TO SEE IF EACH STUDENT HAS:
  - a-A WATCH (DIGITAL OR TALKING)
  - b-WALLET/CHANGE PURSE- MONEY
  - c-ID CARD
- D-PUT AWAY COATS IN LOCKERS, FIND WATER FOUNTAIN AND BATHROOMS
- E-DESCRIBE THE MALL:
  - a-SHAPE
  - b-NUMBER OF HALLWAYS
- F-LOCATE THE INFORMATION BOOTH AND INQUIRE ABOUT THE TIME, ETC.
- G-EXPLORE THE MALL PERIMETER
  - a-NAME STORES AS THEY ARE PASSED
  - b-UNDERSTAND WHAT THE STORE SELLS
  - c-SELECT AND DESCRIBE LANDMARKS FOR EACH STORE

02-LESSON TWO:
- A-LOCATE MAJOR MALL LANDMARKS
  - a-FOUNTAINS
  - b-LOUNGES
  - c-INFORMATION BOOTH
  - d-LOCATION OF TELEPHONES
  - e-LOCATE MAJOR DEPARTMENT STORES
  - f-LOCATE BATHROOMS, LOCKERS, OFFICE AND SECURITY AREAS

03-LESSON THREE: LEARN A SECTION OF THE MALL:
- A-LEARN LANDMARKS AROUND THE MAIN DOOR
  - a-OUTSIDE: RAMP DANGERS, MAIL BOXES, NUMBER OF DOORS, FOYER, DISCUSS WHY THE DOORS OPEN OUT
  - b-INSIDE: PLANTS, OVERHEAD LIGHTS, MATS, INFORMATION MAP, TELEPHONES
- B-WHY ARE MANY RESTAURANTS NEAR MAIN DOORS
- C-TRAVEL TO BATHROOMS AND RETURN TO MAIN DOORS
- D-TRAVEL TO INFORMATION BOOTH AND RETURN TO THE MAIN DOORS
- E-TRAVEL IN A CIRCLE AROUND THE MALL SECTION BEING LEARNED-FIND LANDMARKS FOR EACH STORE, POINT OUT POSITIONAL RELATIONSHIPS (NEXT TO, ACROSS FROM, ETC.)
- F-EAT LUNCH AT A RESTAURANT AFTER DISCUSSING OPTIONS
- G-MAKE A LIST OF STORES IN THE SECTION BEING LEARNED. EACH STUDENT WRITES THREE STORES ON A LIST AND THEN LOCATES THEM

04-LESSON FOUR: LEARN ANOTHER SECTION OF THE MALL:
- A-CHECK COATS, GO TO BATHROOM OR GET A DRINK, THEN GO TO INFORMATION BOOTH INDEPENDENTLY
- B-CALL BACK TO YOUR SCHOOL FROM THE PUBLIC PHONE (IF POSSIBLE)
- C-STUDENTS RANDOMLY LOCATE STORES FROM THE SECTION LEARNED DURING THE PREVIOUS LESSON. ASK FUNCTIONAL QUESTIONS: WHERE CAN YOU BUY A HAMSTER; WHERE CAN YOU BUY TOOTHPASTE; WHERE CAN YOU EAT TACOS, ETC.
- D-REVIEW AND DRILL ON STORES IN NEW SECTION-HAVE STUDENTS POINT OUT LANDMARKS FOR EACH STORE
- E-STUDENTS CHOOSE A RESTAURANT FOR LUNCH AND HAVE FREE TIME AFTER
- F-SHOPPING AS TIME PERMITS

05-LESSON FIVE: LEARN ANOTHER SECTION OF THE MALL: (ETC.)
- A-LIST FOUR STORES ON A NOTE THAT YOU HAVE PREVIOULY LEARNED-TRAVEL TO THEM
- B-RANDOM DRILLS OF PREVIOUSLY LEARNED STORES
- C-POINT OUT LANDMARKS FROM NEW STORES AND DRILL ON LOCATIONS

06-LESSON SIX: PRACTICE ASKING FOR HELP:
- A-FROM INFORMATION BOOTH
- B-FROM A SALES CLERK
- C-FROM A STRANGER (IF THEY HAVE DISCUSSED STRANGERS)
- D-SHOPPING WITH STAFF ASSISTANCE
- E-MAKE A LIST OF ITEMS TO BE BOUGHT AND STORES THAT MIGHT HAVE THE ITEMS (BEFORE ARRIVING AT THE MALL)
- F-VIDEOTAPE LESSON AND PLAY BACK TO STUDENTS THE NEXT DAY

07-LESSON SEVEN: SHOPPING:
- A-INDEPENDENT SHOPPING WITH STAFF HELP
- B-TRAVEL INDEPENDENTLY ON HANDICAB IF READY
- C-MAKE A LIST OF ITEMS TO BE BOUGHT AND STORES THAT MIGHT HAVE THE ITEMS-BEFORE THE LESSON
- D-VIDEOTAPE AND PLAY BACK THE NEXT DAY

THERAPY OBJECTIVES
COMMUNITY TRAVEL PROGRAM
SECOND THROUGH THE FOURTH YEAR

A. STUDENT WILL DEMONSTRATE THE ABILITY TO TRANSFER SAFELY USING * WHEELCHAIR * POWER WHEELCHAIR * CANE * CRUTCHES * AMIGO * ETC.
   1. TRANSFERRING FROM * _____ TO BOOTH IN RESTAURANT
   2. TRANSFERRING FROM BOOTH TO * _____
   3. TRANSFERRING FROM * _____ TO TOILET IN MALL
   4. TRANSFERRING FROM TOILET IN MALL TO * _____

B. MOVEMENT INDOORS - THE STUDENT WILL MANEUVER SAFELY IN AN INDOOR ENVIRONMENT USING * _____.
   1. ENTER THROUGH AN ELECTRIC DOOR
   2. EXIT THROUGH AN ELECTRIC DOOR
   3. ENTER THROUGH A REVOLVING DOOR
   4. EXIT THROUGH A REVOLVING DOOR
   5. ENTER THROUGH A TURN-STYLE
   6. EXIT THROUGH A TURN-STYLE
   7. MOVES ON AND OFF AN ELEVATOR
      A. IS ABLE TO OPEN ELEVATOR DOOR
      B. IS ABLE TO ACTIVATE ELVATOR
   8. MOVES ON AND OFF ESCALATOR
      A. IS ABLE TO GET ON AND RIDE ESCALATOR UP
      B. IS ABLE TO GET ON AND RIDE ESCALATOR DOWN
   9. DRIVES SAFELY IN MALL HALL WAYS
      A. DRIVES THE APPROPRIATE SPEED FOR CROWD CONDITIONS
      B. LOOKS BOTH WAYS WHEN PULLING INTO HALL FROM STORE
      C. LOOKS BOTH WAYS WHEN CROSSING HALL

C. MOVEMENT OUTDOORS - THE STUDENT WILL MANEUVER SAFELY IN AN OUTDOOR ENVIRONMENT USING * _____.
   1. DRIVE ONTO HANDICAB LIFT RAMP
   2. DRIVE OFF OF HANDICAB LIFT RAMP
   3. EXPLAINS WHAT TYPE OF HELP IS NEEDED TO GET ON AND OFF HANDICAB LIFT RAMP SAFELY
   4. EXPLAINS THE BEST POSITION FOR WHEELCHAIR IN CAB TO DRIVER
   5. EXPLAINS TIE DOWN TECHNIQUE FOR WHEELCHAIR TO DRIVER
   6. MOVES SAFELY ON SIDEWALKS
      A. DEMONSTRATES AN AWARENESS OF CURBS, CURB CUTS AND RAMPS
   7. MOVES SAFELY IN PARKING LOTS
      A. KEEPS AS MUCH DISTANCE AS POSSIBLE FROM THE BACKS OF CARS
      B. WATCHES FOR BACK UP LIGHTS AND OTHER SIGNS OF VEHICLE MOVMENT
      C. LOOKS BOTH WAYS BEFORE CROSSING A PARKING LOT INTERSECTION

D. THE STUDENT WILL DEMONSTRATE APPROPRIATE RESTAURANT SKILLS

1. POSITIONS WHEELCHAIR AT TABLE WITHOUT DISRUPTING OTHERS
2. ORDERS FOOD APPROPRIATE FOR INDEPENDENT FEEDING SKILLS
3. DEMONSTRATES THE ABILITY TO INSTRUCT WAITRESS IN ADAPTATIONS NECESSARY FOR INDEPENDENT FEEDING
   - A. DRINKING ADAPTATIONS: STRAW, TRAVEL MUG, NO ICE, ETC.
   - B. SPECIAL CUTTING INSTRUCTIONS
   - C. EXTRA NAPKINS
   - D. POSITIONING FOR PLATE
   - E. SPECIAL PLATE
   - F. ASSISTANCE WITH CATSUP, MUSTARD, SALT, PEPPER, ETC.
4. MAKES EFFORT TO EAT AS NEATLY AS POSSIBLE
5. CLEANS FACE, TRAY AND WHEELCHAIR AFTER EATING

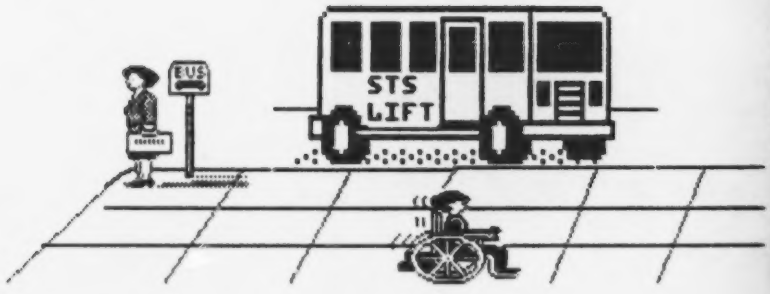
E. STUDENT WILL DEMONSTRATE APPROPRIATE TOILETING SKILLS IN COMMUNITY SETTING

1. USES ADAPTED DEVICES FOR TOILETING IN MALL RESTROOMS
2. USES ADAPTED DEVICES FOR SELF CATHING IN MALL RESTROOMS

F. THE STUDENT WILL DEMONSTRATE THE AQUISITION OF FINE MOTOR MANIPULATORY SKILLS IN COMMUNITY SETTING

1. USE A PAY TELEPHONE
2. ASK FOR ASSISTANCE MAKING A CALL IF UNABLE TO INDEPENDENTLY
3. DEMONSTRATES THE ABILITY TO HANDLE MONEY SAFELY WHILE ON HANDICAB, SHOPPING AND IN THE RESTAURANT

COMMUNITY TRAVEL FOR PHYSICALLY IMPAIRED STUDENTS THIRD YEAR



COMMUNITY TRAVEL PROGRAM
THIRD YEAR

INSTR. OBJ.: THE STUDENT WILL LEARN AN OUTDOOR MALL DURING GOOD WEATHER AND RETURN TO AN INDOOR MALL FOR WINTER LESSONS

THE STUDENT WILL:

1-LESSON ONE: BE FAMILIARIZED WITH AN OUTDOOR MALL:
- A-SHAPE, FACING DIRECTION, ADJACENT ROADS
- B-BUS ROUTE THAT COMES TO MALL-BUS STOPS
- C-NOTICE THE OVERHEAD COVER AND STORE LOGOS, THE FIRE LANE, TRASH CANS, SIGNS ON THE POLES, CURB LINE AND RAMPS, TELEPHONES
- D-LOCATE EACH STORE, DESCRIBE CLUES AND LANDMARKS, WHAT EACH SELLS
- E-RIDE ON HANDICAB INDEPENDENTLY FOR THIS AND FOLLOWING LESSONS
- F-FREE TIME AFTER LUNCH FOR THIS AND SUBSEQUENT LESSONS

2-LESSON TWO: MINI-DROPOFFS-LOCATE STORES-SHOP
- A-REVIEW CONCEPTS FROM LESSON ONE
- B-DRILLS: DRIVE TO THE STORES WHERE THESE ITEMS ARE FOUND: (FOR EXAMPLE)
  - a-WHERE CAN YOU EAT PIZZA?
  - b-WHERE CAN YOU BUY MILK?
  - c-WHERE CAN YOU GET EYEGLASSES?
  - d-WHERE CAN YOU GET SHOES FIXED?
  - e-WHERE CAN YOU BUY A GREETING CARD?
  - f-WHERE CAN YOU BUY AN AIRLINE TICKET?
  - g-WHERE CAN YOU EAT SPAGETTI?
  - h-WHERE DO YOU BUY MENS CLOTHING?
  - i-WHERE CAN YOU BUY MEDICINE?
  - j-FIND A SHOE STORE?

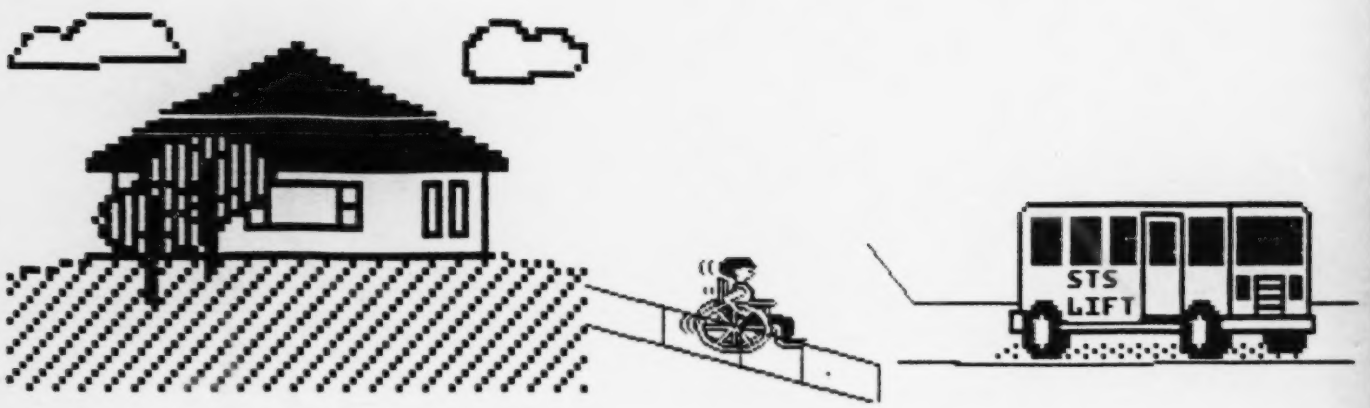
3-LESSON THREE: GROCERY STORE FAMILIARIZATION
- A-FAMILIARIZATION:
  - a-LAYOUT: PERIMETER, AISLES, ROWS, CARTS, CHECKOUT, OFFICE (DRIVE THROUGH)
  - b-REVIEW PERIMETER IN DETAIL
  - c-REVIEW ROWS IN DETAIL
- B-DRILLS-LOCATE THE FOLLOWING IN A GROCERY STORE: USE THE KNOWLEDGE OF LAYOUT/SIGNS. FOR EXAMPLE:
  - a-LOCATE RYE BREAD
  - b-FIND 2% MILK
  - c-FIND TIDE DETERGENT
  - d-FIND CAMPBELLS TOMATO SOUP
  - e-FIND WHEAT BREAD
  - f-FIND 1/2% MILK
  - g-FIND ALL DETERGENT
  - h-FIND CAMPBELLS MUSHROOM SOUP
  - i-FIND THE DELI
  - j-FIND THE BAKERY
  - k-FIND THE FISH MARKET
  - l-WHERE ARE ACCESSIBLE BATHROOMS?
  - m-WHERE DO YOU GO TO ASK FOR ASSISTANCE?

4-LESSON FOUR: INDOOR MALL INDEPENDENT LESSONS:
- A-PREPARE A LIST PRIOR TO COMING OF ITEMS TO BE PURCHASED
- B-LOCATE STORES (MINI-DROPOFFS)
- C-SOLICIT AID
  - a-ASK A CLERK AT A DEPARTMENT STORE WHERE TO FIND SUNGLASSES
  - b-ASK A CLERK WHERE TO BUY NECKTIES (ETC.)
- D-SHOP INDEPENDENTLY (STAFF PRESENT BUT OUT OF SIGHT)
- F-VIDEO TAPE AND REVIEW THE NEXT DAY

5-LESSON FIVE: INDEPENDENT SHOPPING, LUNCH WITH STAFF
- A-PREPARE A LIST PRIOR TO COMING AND FOLLOW THE LIST
- B-SHOP ALONE (SPLIT-UP), THEN MEET YOUR PARTNER AT A PREDETERMINED LOCATION
- C-VIDEO TAPE AND REVIEW

6-LESSON SIX: INDEPENDENT LESSON, STAFF NOT AVAILABLE UNLESS NECESSARY
- A-PREPARE AND USE A LIST-INCLUDE FIVE ITEMS FOR WINDOW SHOPPING
- B-SPLIT-UP AND MEET AT THE MAIN DOOR
- C-VIDEO TAPE AND REVIEW

7-LESSON SEVEN:
- A-SOLICIT AID
  - a-ASK AT INFORMATION BOOTH
  - b-ASK A CLERK
- B-SHOP OR WINDOW-SHOP FROM A PREPARED LIST
- D-SPLIT-UP A HALF HOUR BEFORE LUNCH AND MEET AT A PREDETERMINED RESTAURANT
- E-EAT LUNCH WITHOUT THE STAFF



COMMUNITY TRAVEL
FOR
PHYSICALLY IMPAIRED
STUDENTS
FOURTH YEAR

COMMUNITY TRAVEL PROGRAM
FOURTH YEAR

INSTR. OBJ.: THE STUDENT WILL INDEPENDENTLY TRAVEL: IN A MALL, RESIDENTIAL AREA, SMALL BUSINESS DISTRICT AND IN DEPARTMENT STORES

FOR OUTDOOR LESSONS, THE STUDENT WILL LISTEN TO THE WEATHER REPORT THE NIGHT BEFORE THE LESSON AND WILL WEAR APPROPRIATE CLOTHING ON THE DAY OF THE LESSON

BATHROOMING MUST BE TAKEN CARE OF PRIOR TO OUTDOOR LESSONS. ACCESSIBLE TOILETS ARE FEW AND FAR BETWEEN, ESPECIALLY IN OLDER SECTIONS OF CITIES

THE STUDENT WILL:

1-TRAVEL IN A RESIDENTIAL AREA: FAMILIARIZATION AND STREET CROSSING
- A-REVIEW RESIDENTIAL CHARACTERISTICS:
  - a-HOUSES ON BLOCKS, INTERSECTIONS
  - b-DRIVEWAYS AND GARAGES
  - c-FRONT YARDS AND BACK YARDS
  - d-SIDEWALKS
  - e-LARGE OLD TREES
  - f-PARKWAYS
  - g-WALKWAYS TO HOUSES
  - h-NUMBERING SYSTEM
  - i-CURBS-BLENDED & REGULAR
- B-COMPARE WITH SEMI-BUSINESS, RURAL, SUBURBAN, AND DOWNTOWN AREAS
- C-TRAVEL AROUND A TYPICAL BLOCK-POINT OUT RESIDENTIAL CONCEPTS
- D-STREET CROSSING CONCEPTS:
  - a-THE FIRST THING TO DO AT A CORNER IS STOP
  - b-ALWAYS LOOK IN ALL POSSIBLE DIRECTIONS
  - c-WHEN YOU HAVE DIFFICULTY SEEING FAR AWAY, OR TURNING YOUR HEAD, LISTENING IS THE MOST IMPORTANT THING TO DO
  - d-WHEN CROSSING THE STREET CONTINUE TO LISTEN
  - e-WHEN WAITING TO CROSS THE STREET, STAND IN A POSITION TO SEE AND BE SEEN. TREES AND PARKED CARS BLOCK THE VIEW
  - f-WHEN YOU HAVE TO CROSS IN THE MIDDLE OF A BLOCK REMEMBER:
    - (a)-CARS DON'T EXPECT YOU THERE
    - (b)-PARKED CARS BLOCK THE VIEW
    - (c)-CARS ARE GOING FASTER
  - g-NEVER FOLLOW A PEDESTRIAN ACROSS A STREET; MAKE YOUR OWN DECISION

h-PARK BACK FROM THE CURB, BUT CLOSE ENOUGH TO SEE AND BE SEEN
i-BE AWARE OF ALLEYS AND DRIVEWAYS
j-BE AWARE OF THE AFFECT OF WIND ON SOUND
k-BE AWARE OF MASKING SOUNDS
l-KNOW APPROPRIATE CLOTHING FOR DARK-AVOID TRAVELING AFTER DARK
m-WHEN GIVEN A CHOICE, DRIVE ON THE SIDEWALK, NOT THE STREET
n-DON'T LINGER IN THE STREET. GET OFF AS SOON AS POSSIBLE
o-THERE CAN BE DROP-OFFS ON EITHER SIDE OF A SIDEWALK. STAY IN THE MIDDLE. DON'T DRIVE SIDE BY SIDE
p-DRIVEWAYS ARE RAMPS, BUT THEY ARE OFTEN IRREGULAR AND HAZARDOUS. KNOW YOUR VEHICLE. FOR THOSE WITHOUT AUTOMATIC BRAKING SYSTEMS:
(a)-DISENGAGE MOTOR AND ROLL TOWARD CURB
(b)-TURN THE FRONT WHEELS TO THE SIDE AT THE BOTTOM OF THE INCLINE
(c)-REENGAGE MOTOR
(d)-UNDERSTAND THE STABILITY OF YOUR CHAIR, THE BRAKING SYSTEM & THE SPEED CONTROL SYSTEM
(e)-WHILE WAITING TO CROSS A ROAD, BE AWARE OF THE DANGER OF A STARTLE REFLEX THAT COULD PROPEL YOU INTO THE STREET
q-WHEN DRIVING IN A STREET:
(a)-DRIVE ON THE RIGHTHAND SIDE
(b)-BE AWARE OF PARKED CARS-PROCEED SLOWLY AND CAREFULLY
(c)-YOU ARE LOW IN A CHAIR-CARS ARE NOT EXPECTING YOU AND MAY NOT SEE YOU
(d)-DRIVE CLOSE TO THE CURB-DO NOT WANDER INTO THE MIDDLE
(e)-BE AWARE OF STREET CAMBER

E-SELECT A QUIET INTERSECTION-DEFINE "INTERSECTION":
a-GO AROUND THE INTERSECTION
b-DISCUSS TRAFFIC PATTERNS-STOP, YIELD, NONE, TRAFFIC LIGHT
c-PRACTICE DRIVING IN THE STREET

2-FAMILIARIZATION TO A SMALL BUSINESS DISTRICT:
A-REVIEW CHARCTERISTICS OF SMALL BUSINESS AREAS; CONTRAST WITH RESIDENTIAL, ETC.
a-NO GRASS PARKWAYS- CEMENT TO CURB
b-NO LARGE DEPARTMENT STORES, JUST SMALL BUSINESSES
c-NO RESIDENTIAL HOUSING
d-PARKING LOTS
e-HEAVIER TRAFFIC THAN RESIDENTIAL, BUT FEW IF ANY BUSES OR TAXIS
f-MANY CARS PARKED ALONG THE STREET
g-MORE BLENDED CURBS
h-FEW EASILY ACCESSIBLE BUILDINGS BECAUSE THE AREA IS OLD
i-NOTE "SPECIAL EFFECTS":
(a)-GLOBE LIGHTING
(b)-BRICK SIDEWALKS
(c)-SPECIAL STREET SIGNS AND STORE LOGOS

B-REVIEW STREET CROSSING CONCEPTS AS STREETS ARE CROSSED
C-BUSINESS AREA DRILLS: FIND STORES WHERE YOU CAN PURCHASE SPECIFIC ITEMS. FOR EXAMPLE:
1-WHERE CAN YOU BUY HEALTH FOODS
2-WHERE IS THE THRIFT SHOP-WHAT IS A THRIFT SHOP
3-WHERE CAN YOU BUY COLD MEDICINE
4-WHERE CAN YOU EAT IN THIS AREA

3-DEPARTMENT STORE FAMILIARIZATION (STORE NOT LOCATED IN A MALL, MEIJERS, K-MART, ETC.)
A-LIST THE DEPARTMENTS IN A DEPARTMENT STORE USING AN UNLABELED MAP
B-STORE SELF-FAMILIARIZATION. LIST THE DEPARTMENTS WHERE EACH OF THE FOLLOWING ITEMS ARE FOUND:
1-LAMP
2-PAINT
3-ASPIRIN
4-TOYS
5-PLANTS
6-INFORMATION DESK
7-ELECTRIC BLANKET
8-GIRLS CLOTHES, ETC.
C-INDEPENDENT SHOPPING WITH TEAM MATE
D-SHOP FOR ONE ITEM WITHOUT TEAM MATE. MEET AT A PREDETERMINED TIME AND PLACE
E-VIDEO TAPE THE LESSON AND REVIEW THE FOLLOWING DAY

4-FAMILIARIZATION TO A DEPARTMENT STORE WITH A GROCERY SECTION:
A-REVIEW GROCERY STORE LAYOUT. USE AN UNLABED MAP OF THE GROCERY STORE. LABEL EACH SECTION.
B-SELF-FAMILIARIZATION. LIST THE SECTIONS WHERE YOU FIND THE FOLLOWING ITEMS:
1-MILK
2-CEREAL
3-POP
4-EGGS
5-MEAT, ETC.
D-INDEPENDENT SHOPPING-FROM A STAFF LIST OR FROM HOME. EACH STUDENT HAS A DIFFERENT LIST. SPLIT UP AND RETURN
E-VIDEO TAPE AND REVIEW

5-ANOTHER AREA MALL:
A-REVIEW PURPOSE AND DESIGN OF MALLS
B-SELF FAMILIARIZATION
a-MAKE A LIST OF STORES
b-DETERMINE WHAT EACH STORE SELLS
c-LIST 2 LANDMARKS FOR EACH STORE
d-DRILL: WHERE CAN YOU BUY CLOTHES, SHOES, HAT, ETC.

6-REPEAT AT SAME MALL:
A-INDEPENDENT SHOPPING-STAFF NOT AVAILABLE UNLESS MAJOR PROBLEMS ARISE
B-STUDENTS PREPARE A LIST AND SHOP SEPARATELY, RETURNING TO A MEETING PLACE AT A PREARRANGED TIME
C-VIDEO TAPE AND REVIEW

7-REPEAT THE ABOVE SEQUENCE WITH STAFF NOT AVAILABLE: INDEPENDENT FAMILIARIZATION AND SHOPPING, TIME SPENT SEPARATE FROM THE TEAMMATE. USE AS MANY OF THE AREA MALLS AND DEPARTMENT STORES AS NECESSARY TO DEVELOP INDEPENDENCE AND SELF-SUFFICIENCY IN THE COMMUNITY.

8-LESSON EIGHT: ACCESSIBILITY

- A-DISCUSS THE CONCEPT OF ACCESSIBILITY (IN MALLS, RESTAURANTS, OLD BUSINESS AREAS, ETC.)
- B-DISCUSS LAWS THAT MANDATE ACCESSIBILITY
- C-PRIOR TO ACCESSIBILITY LESSONS, DEVELOP A SCALE TO COMPARE ACCESSIBILITY IN VARIOUS BUSINESS ESTABLISHMENTS
- D-USE THE ACCESSIBILITY SCALE TO COMPARE RESTAURANTS AND DEPARTMENT STORES IN THE INDOOR MALL.
  - a-MENU COMPARISON: PRINT SIZE, PICTURES
  - b-TABLES: EASE OF APPROACH, ABLE TO ACCOMMODATE TWO WHEELCHAIRS, HEIGHT, ETC.
  - c-RESTROOMS: DIRECT ROUTE IN (NO TURNS), ACCESSIBLE STALLS BASIN HEIGHT, FAUCET DESIGN, ETC.

9-LESSON NINE: RECREATION ALTERNATIVES. STUDENT CONSIDERS EACH AND SELECTS FROM THE LIST. STUDENTS CREATE THIER OWN LIST OF RECREATIONAL OPPORTUNITIES.

- A-ATTEND A MOVIE
- B-ARRANGE A DATE WITH A FRIEND OF THE OPPOSITE SEX
- C-ARRANGE A PARTY
- D-TAKE A TRAIN RIDE
- E-GO BOWLING